Shasta College Institutional Assessment Plan

1. Shasta College Mission Statement

Shasta College provides a diverse student population with open access to undergraduate educational programs and learning opportunities, thereby contributing to the social, cultural, creative, intellectual, and economic development of our communities. The District offers general education, transfer, and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs and community partnerships support student learning and personal development.

2. Purpose of the Institutional Assessment Plan

Assessment processes are integral to accomplishing the Shasta College Mission, an essential component of which are the seven Institutional Student Learning Outcomes identified by the college as key competencies that define a quality education. The fundamental purpose of assessment processes at Shasta College is to improve teaching and learning. The purpose of this document is to:

- Explain the philosophy and guiding principles that guide learning outcomes assessment at Shasta College
- Document the assessment practices for Shasta College
- Define roles, responsibilities and timelines for outcomes and assessment activities
- Provide a structure and reference for campus-wide outcomes and assessment efforts

The Institutional Assessment Plan is a living document that will be reviewed and revised as necessary by an Institutional Assessment Task Force periodically formed for that purpose, whose membership shall be appointed by College Council. This consistent review process ensures that Shasta College assessment efforts are continually adapting and improving to meet the needs of the institution.

3. Philosophy and Guiding Principles for Instructional Learning Outcomes

Integrated Assessment Planning at Shasta College: Dialog and Improvement across Campus

Integrated assessment ensures that all Shasta College employees directly involved in student learning and success regularly evaluate their practices and improve them when necessary. Periodic assessment focuses on what is best for our students, helping to increase student learning and success and narrow achievement gaps. Faculty, Student Support Services and Library Services work together to assess and to ensure that instruction, resources and processes support student learning.

Assessment: Success through Integration of Outcomes

An institutionally integrated approach to learning outcomes assessment encourages instructors to design curriculum to meet institutional student learning outcomes (ISLOs). A thoughtfully aligned assessment plan can improve teaching and learning at Shasta College while clarifying the connections between learning outcomes for individual courses, programs, and the institution.

Shasta College Outcomes Assessment defined:

> **Learning outcomes assessment is an intentional, collaborative and systematic practice of design, inquiry, and reflection to enhance students' learning at the course, program, and institutional level.**

Learning outcomes are not course grades and are not necessarily synonymous with course objectives. Learning outcomes assessment is only one component of a reflective, comprehensive assessment practice. Many of the assessments already used by faculty can and should be employed to measure specific learning outcomes. Learning outcomes assessment provides one pedagogical tool among many for inquiry, data-gathering, and reflection on and improvement of teaching.

Guiding Principles

The "Guiding Principles of SLO Assessment" adopted in Fall 2010 by the Academic Senate for California Community Colleges provide the philosophical framework for Learning Outcomes Assessment at Shasta College.

> **Principle One:** Faculty have the primary responsibility for developing assessment tools and determining the uses of data that are collected, and therefore faculty engagement and active involvement in SLO assessment is essential.
> **Principle Two:** Outcomes assessment is a process that should involve all appropriate participants at each level of the college, not just select groups or individuals.
> **Principle Three:** SLOs and SLO assessment should be connected to the overall culture of the college through the college vision or values statement, program review processes, and college curriculum, planning, and budgeting processes.
> **Principle Four:** SLOs should be clearly mapped and aligned throughout a course sequence and among various levels (course, program, institution) to achieve the most efficient and effective assessment.
> **Principle Five:** SLO assessment should be as authentic as possible and should be minimally intrusive to the educational experience of students and the instructional planning and performance of faculty.
> **Principle Six:** Rather than relying on one assessment method for all situations, effective assessment may benefit from a variety of methods, even within a single course, that can respond to different learning outcomes, teaching styles, and student learning needs.
> **Principle Seven:** Assessment data do not exist in a vacuum and must be analyzed alongside all other factors that may impact achievement outcomes.
> **Principle Eight:** SLO Assessment processes and grading are different but mutually compatible activities and should complement rather than conflict with each other.

Principle Nine: Effective outcomes assessment requires a college commitment of sufficient staff and resources.
Principle Ten: SLO assessment of student learning outcomes is a process that is separate from faculty evaluation.
Principle Eleven: Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is a good professional practice that can benefit programs and students.

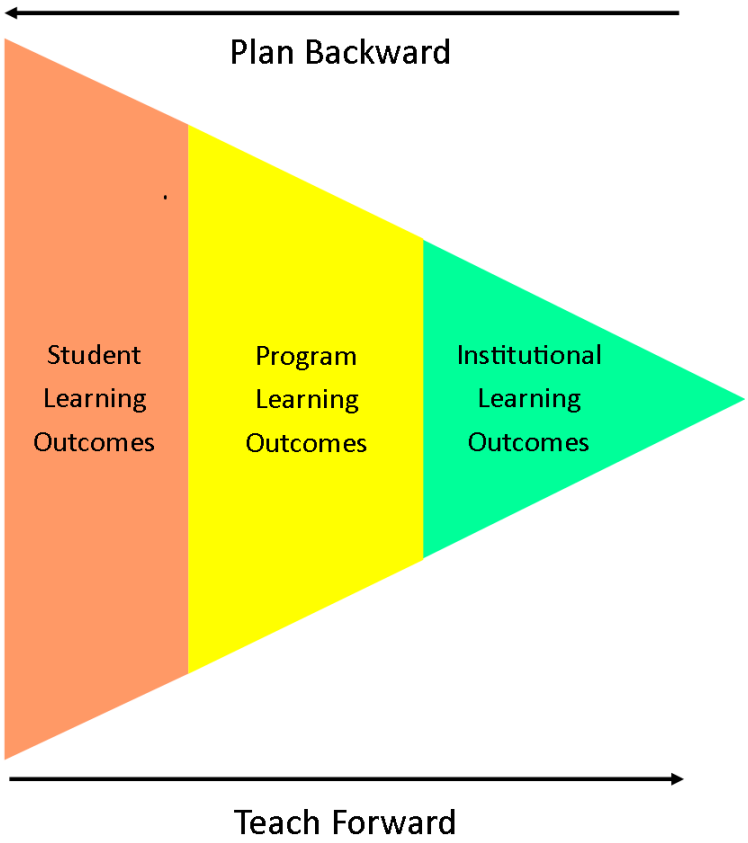
4. Instructional Learning Outcomes Process

An Interrelated System of Assessment

There are three levels of interrelated and linked instructional learning outcomes at Shasta College:

- ISLOs (Institutional Student Learning Outcomes) at the institutional level.
- PLOs (Program Learning Outcomes) at the program level
- SLOs (Student Learning Outcomes) at the course level

The connection between each level is explicit. That is, course-level outcomes inform program-level outcomes, which subsequently inform institutional-level outcomes. Assessment information feeds up from each level to the next. Reporting at the course level provides feedback to the program and reporting at the program level provides feedback to the institution. Faculty should design course-level assessments with the end goal in mind, considering how their course-level SLOs contribute to the desired learning outcomes for the student at the course, program (if applicable), and institutional level; thus, backward design principles guide the creation and assessment of course-level SLOs.



Student Learning Outcomes

The following section includes an explanation of the assessment cycle at Shasta College, a list that breaks down the process into easy to understand tasks, and other resources.

SLOs Defined

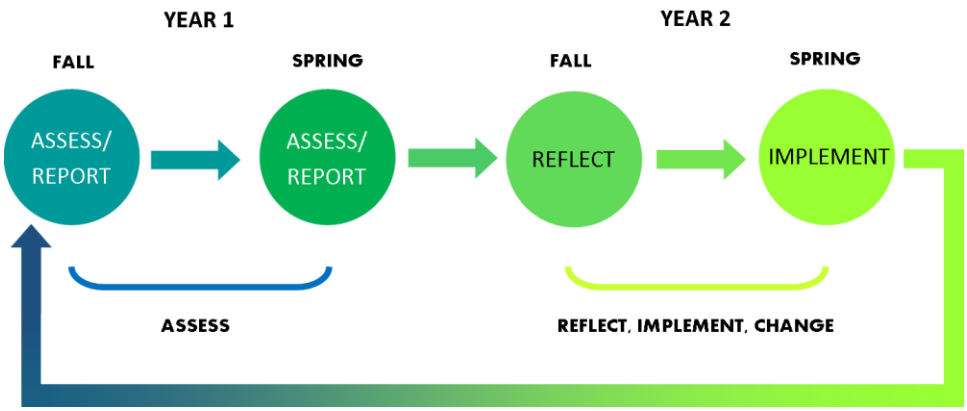
A course-level student learning outcome (SLO) is a statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of a course.

SLO Assessment Process

The 2-Year SLO Cycle

The 2-Year SLO Cycle, approved in 2016 by the SLO Committee and the Shasta College Academic Senate, provides faculty a substantial timeframe within which to reflect upon the results of their learning outcomes assessments, dialog with others, and implement changes to their practice.

The cycle is comprised of a year of assessment (Year 1: Assessment) followed by a year of reflection, discussion and implementation of changes to improve student learning (Year 2: Reflection and Implementation).



Year 1: Assessment

In the first year, instructional faculty use SLOs to assess student learning at the course level. Each course has a unique learning outcome and assessment process designed by faculty who teach the course. In the assessment year, Shasta College faculty members measure their courses' student learning outcomes then input their findings in the assessment management system for further pedagogical reflection, discussion, collaboration, improvement, and inquiry during Year 2.

Year 1 Tasks: Assess Student Learning Outcomes and Input Findings

1. **Task 1:** Individual faculty administer the course SLO assessment and record their data in the assessment management system. Each course has unique learning outcomes and assessment processes. Outcomes data is entered when grades are submitted, for later reflection, discussion, collaboration, improvement, and inquiry.

2. **Task 2:** Faculty reads and reviews the course SLO during the assessment year to make sure they are effective and yield meaningful information about student learning at the course level. When faculty make changes to the SLO, they are made according to guidelines in the Learning Outcomes Handbook.

3. **(Optional) Specialized SLO Assessment Project:** In addition to regular SLO assessment, faculty can propose an individual or collaborative SLO assessment that differs from the mutually agreed upon department or course assessment. Faculty Inquiry Groups also can be formed to propose a specialized assessment project to improve student learning, pedagogy, and assessment. Faculty assessment projects can make SLO work and pedagogical inquiry meaningful, collaborative, and personally relevant.

Year 2: Reflection and Implementation

In the second year, the institution focuses on reflection and improvement. During SLO Discussion Days, optional FLEX activities for faculty, and faculty-initiated department or program-level meetings, faculty reflect on all levels of student learning: the course level, the program level, and the institutional level.

During Year 2, faculty members focus on pedagogical reflection, discussion, collaboration, improvement, and inquiry. Faculty members review data from student learning outcomes from year one. Faculty members also reflect on course assessments and course design to identify, discuss, or develop specific strategies for improving student learning at the course level. Ideas generated during Year 2 are reported in the assessment management system for further pedagogical reflection, discussion, collaboration, improvement, and inquiry. These findings help inform stakeholders and inform strategies for improving learning at the course, program, degree, and institutional level.

Year 2 Tasks: Reflection and Implementation

1. **Task 1:** Reflect on student learning assessment outcomes from Year 1, and the proposed changes to course assessment or pedagogy. The following prompts can serve as starting points for conversations and reflection:
    i. What changes to pedagogy did you make in the course?
    ii. What changes to assessment did you make in the course?
    iii. Did these changes affect student performance? How?
    iv. What changes could be made to improve performance?
    v. What factors might contribute to the success rates of your students that were not captured in the SLO?

2. **Task 2:** Input ideas generated during Year 2 in the assessment management system for further pedagogical reflection, discussion, collaboration, improvement, and inquiry when they are completed, or when grades are submitted for the semester.

3. **Task 3:** Participate in SLO reflection, discussion, collaboration, improvement, inquiry, or professional development. In order to help our institutional community understand trends and patterns in student achievement or growth, faculty may attend an SLO Discussion Day, attend an SLO related conference or symposium, attend an SLO department meetings, or participate in specialized SLO assessment projects, or Faculty Inquiry Group (FIG).

4. **(Optional) Develop New Specialized SLO Assessment Project:** In addition to regular SLO assessment, faculty can propose an individual or collaborative SLO assessment that differs from the mutually agreed upon department or course assessment. Faculty Inquiry Groups also can be formed to propose a specialized assessment project to improve student learning, pedagogy, and assessment. Faculty assessment projects can make SLO work and pedagogical inquiry meaningful, collaborative, and personally relevant.

Support for Instructional Assessment:

The following section includes a list of resources and on-campus professional development opportunities that faculty can use to help them complete all stages of the assessment process.

- Learning Outcomes Handbook
- Learning Outcomes Resource Center
- SLO Division Liaisons. Contact your Division Liaison with questions about SLO processes, deadlines, or resources.
- SLO Coordinator(s)
- SLO Committee
- Assessment Management System Data Input Sessions. During the assessment year, there will be guided sessions for faculty who would like to get help uploading the current SLO data into the assessment management system or finding and accessing past data.
- FLEX SLO professional development opportunities.

Program Learning Outcomes

PLOs Defined

A program learning outcome (PLO) is a measurable statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of requirements for the degree or certificate.

PLO Process

- Learning outcomes work is an inquiry-based practice that helps program faculty understand and improve student learning. PLO results will be reported in program reviews every two years in a brief narrative.
- SLOs are mapped to PLOs so that assessments of course outcomes lead to program assessment
- Success indicators are designated for each program outcome (such as 85% of sections report individual outcomes are being met)
- Faculty may choose to create supplemental assessments for program level outcomes, such as a capstone project with a separate rubric, if doing so meets program needs
- Program faculty will have access to tools and resources that provide useful aggregate data, to include aggregate level course success and retention information (disaggregated by demographics and mode of instruction), fill rates, and mode of instruction
- Program faculty may decide to review their curriculum as part of the program review cycle rather than relying on the mandatory curriculum review cycle

Institutional Student Learning Outcomes

ISLOs Defined

Institutional Student Learning Outcomes (ISLOs) are statements about the knowledge, skills, attitudes, and abilities a student is expected to develop as a result of their total experience with any aspect of the college, including courses, programs, and student services. ISLOs help to clarify our mission to ourselves and our students.

Shasta College ISLOs

Shasta College assesses the following seven ISLOs (See Appendix A for additional ISLO details):

1. Critical Thinking
Critical thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.

2. Information Competency
Information competency is the ability to find, evaluate, use and communicate information in all its various formats.

3. Effective Communication
Effective communication is the ability to effectively use written, oral and nonverbal communication.

4. Quantitative Reasoning
Quantitative reasoning is the ability to use appropriate mathematical methods.

5. Self-Efficacy
Self-efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.

6. Workplace Skills
Workplace skills provide the ability to perform effectively at work.

7. Community and Global Awareness
Community and global awareness includes an understanding of community and global issues and cross-cultural awareness.

ISLO Process

- All PLOs are mapped to ISLOs, so that program-level data show connections to the mission of the College
- At least one SLO from each course is mapped to one ISLO so that all courses have a connection to the mission of the College
- ISLOs are assessed regularly with a methodology best suited for each ISLO; examples include student survey, mapping, focus groups, faculty surveys, artifact-driven projects, etc.
- Indicators for achievement are designated

4. Roles and Responsibilities

Faculty

Learning outcomes assessment encourages intentional and effective design practices that ask faculty to consider how their course assignments lead to the knowledge, skills, abilities, or attitudes students

should gain from a specific course, as well as how course outcomes align with program and institutional outcomes. To this end, faculty play a crucial role and have a variety of responsibilities in instructional learning outcomes assessment. This systematic process provides one means of pursuing excellence in the classroom through consistent assessment and subsequent improvement.

Year 1: Assessment

- Administer SLO assessments to students to assess rates of student success in acquiring the course SLOs (the core knowledge, skills, attitudes and abilities expected upon successful completion of the course)
- Submit SLO assessment results for each course section for future discussion and accreditation compliance, including the rates of success and a summary analysis of the results.
- Courses taught "off-cycle" (in non-assessment years) should be assessed in the year they are taught

Year 2: Reflection and Implementation

- Implement improvements at the course level by reflecting on results for each course either individually and/or in dialog with other instructors
- Submit reflection results individually and/or in dialog with other instructors

Ongoing:

- Develop and review course-level SLOs and assessments
- Consult resources such as the Learning Outcomes Resource Center, Institutional Assessment Plan, and Shasta College Learning Outcomes Handbook as necessary
- Participate in optional SLO Discussion Days, Faculty Inquiry Groups (FIGs), or professional development in assessment
- Provide representation on the SLO Committee and other learning-outcomes-related work groups
- Collaborate with colleagues to analyze, adjust, and improve all aspects of course design, delivery, and services based on assessment results
- Participate in optional ISLO faculty inquiry groups or campus-wide assessments

Program Review:

- Review and report PLO results during each 2-year Program Review cycle
- Complete the program review in collaboration with the Program Review Committee every two years, according to established criteria

SLO Coordinators

The SLO Coordinators are responsible for providing leadership and guidance to faculty and staff for the development, assessment, and ongoing sustainability of student learning outcomes at the course, program, and institutional levels. The role of the student learning outcomes coordinators includes:

- Serve as co-chair of the SLO Committee and take a leadership position in related goal-setting

- Work collaboratively with the Division Liaisons, the SLO Committee, and Research staff to ensure learning outcomes goals are achieved
- Coordinate with Academic Senate and College Council to update and maintain currency of the Institutional Assessment Plan (IAP).
- Provide educational and training activities pertaining to the assessment of student learning outcomes for faculty
- Provide training for faculty on the assessment management system
- Maintain the SLO Committee webpage, the Learning Outcomes Resource Center, and other online college resources related to assessment
- Regularly update the Vice President of Instruction, the Academic Senate, and other groups on assessment goals and progress
- Keep current on assessment policies and practices at the state and local level and actively disseminate this knowledge to faculty, staff, and administrators on a regular basis.
- Keep current on accreditation requirements related to learning outcomes assessment and work to align campus-wide assessment practices with those requirements

SLO Committee

The Student Learning Outcomes (SLO) Committee is a standing subcommittee of the Academic Senate. The Academic Senate, acting through the Executive Committee, relies primarily upon the recommendations of the SLO Committee for matters concerning Learning Outcomes. The SLO Committee fulfills the following functions:

- Provide structure and support for the successful completion of learning outcomes assessment work each cycle year by sponsoring assessment-related workshops, answering questions, and directing faculty to relevant resources.
- Provide guidelines and standards for the implementation of the SLO Cycle at the course, degree, certificate, and institutional level.
- Provide resources in support of the SLO process and to assess needs for additional campus-wide resources in support of the SLO process, making recommendations and requests, as appropriate.
- Initiate campus-wide communication on the SLO process, including dissemination of information as well as interactive dialogue.
- Report out during division meetings on the activities of the SLO Committee, assessment-related professional development opportunities, and campus assessment activities
- Research and make recommendations on the inclusion of SLOs into institutional decision-making processes.

SLO Division Liaisons

SLO Division Liaisons are faculty who receive comprehensive training in assessment practices in order to assist division faculty members with learning-outcomes-related tasks. Placing a compensated liaison in each division, a standard practice at many colleges nationwide, ensures departmental learning outcomes and assessment phases are ongoing and sustainable in all divisions and supports a faculty that maintains currency in assessment practices. The SLO Division Liaisons' responsibilities include:

- Assist Area Coordinators in their division with questions surrounding learning outcomes assessment.

- Support division faculty with SLO training opportunities
- Help train new division faculty on SLO reporting processes and expectations
- Assist with division-related activities and planning for SLO Discussion Days
- Attend SLO meetings as necessary
- Relay faculty feedback regarding assessment projects to the SLO Coordinator and Committee

Department/Area Coordinators

As faculty who provide support and guidance for their area faculty members on a regular basis, area coordinators are in a unique position to support faculty with assessment-related questions to the appropriate resources. Area coordinators may assist area faculty with learning outcomes in the following ways:

- Direct faculty with assessment-related questions to the SLO Division Liaison and/or SLO Coordinator
- Support the coordination of assessment efforts for individual departments or areas
- Support area faculty's submission of course-level assessment results
- Periodically review mapping of SLOs/PLOs/ISLOs in individual departments or areas and connect area faculty to resources (SLO Coordinator, Division Liaisons) who can assist with mapping as necessary

Deans

As academic administrators tasked with the daily operations of a division, Deans can support institutional assessment in the following ways:

- Ensure time at division meetings for assessment-related updates
- Support and disseminate professional development opportunities related to assessment
- Ensure new faculty receive information about assessment duties and request appropriate access for new hires to the Assessment Management System

Academic Senate

The role of the Academic Senate in relation to learning outcomes includes:

- Shasta College relies primarily on the advice of the Academic Senate in the development of policies and procedures surrounding SLOs, PLOs, and ISLOs

Office of Research and Institutional Effectiveness

Responsibilities related to outcomes assessment include:

- Provide timely and comprehensive information to faculty, liaisons, divisions, campus and community regarding data trends
- Provide adequate staffing to support faculty research-based inquiry, including the support of learning outcomes assessment
- Provide timely and relevant data in support of program review, area planning, and resource allocation
- Provide adequate staffing to support faculty in navigating the Assessment Management System
- Perform additional assessments based on faculty need including focus groups, surveys, etc.

- Support Faculty Inquiry Groups to promote reflection and discussion towards continuous alignment and improvement of learning outcomes and assessments

Program Review Committee

The Program Review Committee (PRC) regularly reviews all academic programs offered by the district. Programs are reviewed every two years (with the exception of university studies and general studies), and all programs come before the PRC every other cycle (thus, every four years).

- Review Program Reviews every other cycle (i.e., every four years).
- Review and discusses a program's PLO assessment results as one component of the program's efforts to improve student learning.

Student Services SAO/SSLO Liaison

- Coordinate outcomes assessment among Student Services areas
- Collaborate with the Research Department on developing assessment instruments
- Provide information for yearly outcomes assessment report to Academic Senate and College Council

5. Library and Student Service Outcomes

Library Outcomes

Library Services Student Learning Outcomes (Library SLOs) and Process

A Library Student Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successfully participating in instructional activities associated with the library (primarily library instruction sessions).

- Data is collected as part of the instructional program and entered into the assessment management system yearly.
- Librarians meet to discuss aggregate data and means of improvement as part of the yearly planning process.

Library Service Area Outcomes and Process

Library service area outcomes are designed to support student success and improve institutional effectiveness. Service area outcomes focus primarily on student, faculty and staff satisfaction of services.

- Library service area outcomes are assessed primarily through a semiannual survey to students and the institutional climate survey.

Library ISLO Process

- SAOs/SLOs are mapped to ISLOs.

Student Services Outcomes

Service Area Outcomes (SAOs)

Service Area Outcomes occur across campus and are designed to assess and improve institutional effectiveness. SAOs measure the extent to which the services within specific areas support the pathway to student success. Often, a SAO is a statement about what a customer will experience or receive as a result of a given service. A customer can be anyone receiving a service, including students, faculty, staff or community members.

Each service area should have outcomes defined that focus on either:

- **a process**, which focuses on services being provided efficiently, accurately and equitably, OR
- **client satisfaction**, which focuses on support being provided by the program/department in a satisfactory manner

Student Services Learning Outcomes (SSLOs)

A Student Services Learning Outcome (SSLO) is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of a student services activity (e.g. counseling appointment, orientation, assessment, field trip).

SAO/SSLO Process

The following Student Services departments gather SAO/SSLO data each fall through a common survey:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE
- PACE
- Sci-Fi
- Student Success Center
- Transfer Center
- TRIO – Student Support Services
- Veterans Center
- Gateway to College
- UMOJA
- STEP-UP

Individual departments may develop separate instruments to gather SAO / SSLO data at the time of service (e.g. Transfer Center field trips, Counseling department surveys, One-Stop “point of service” surveys, etc.) Foster and Kinship Care Education, Student Housing, Student Life, TRIO Talent Search and TRIO Upward Bound will gather SAO/SSLO data as appropriate to the individual programs.

SAO/SSLO training will be provided during Student Services Council meetings each semester. Administrative Secretaries receive additional training to support reporting in the assessment management system. The AVP/Dean of Enrollment Services serves as the liaison to the SLO Coordinator and SLO Committee.

Fall Assessment

- The primary means of data for outcomes will be derived from a common survey distributed to all students in the fall.
- SAO/SSLO assessment results are reported and entered in the assessment management system by the beginning of the spring term.

Spring: Reflection and Implementation

- Student Services faculty and staff dialogue about outcome results and discuss needed changes. A summary of these conversations is reported through Student Services Council and the "application of results" are noted in the assessment management system by the end of each spring term.
- When necessary, Student Services faculty and staff will propose changes to SAOs or SSLOs, assessments, and/or service design to the Student Services Council. The Student Services Council will review and approve recommended changes.
- SAO/SSLO results will inform annual area plan initiatives the following fall. Reassessment will occur the following fall – after the implementation of updated services or processes.
- The SLO Committee provides the guidelines for reflection year reporting—a narrative form that explains how Student Services faculty and staff will "close the loop" of assessment in individual departments by implementing any necessary changes and re-assessing.
- Student Services faculty and staff revisit SAO/SSLO - ISLO mapping and adjust as needed and use the backward design process to guide changes.

ISLO Process

- SAOs/SSLOs are mapped to ISLOs. Student Services will collaborate with the SLO Committee to assess applicable ISLOs.

Department Review:

- Departments will complete department reviews every two years. SAO/SSLO results will be aggregated and reported each review cycle. The first department review will be due fall 2019 and every two years thereafter.
- Department reviews will inform annual area plan initiatives. The results of annual area plan assessments will be included in department reviews

The following departments will complete department reviews and may submit annual area plan initiatives:

- Admissions and Records / Financial Aid (One-Stop)
- Assessment Center
- CalWORKS
- Counseling Center
- Enrollment Services Office
- EOPS/CARE/SCI*FI
- Foster and Kinship Care Education
- PACE
- Student Housing
- Student Life
- Student Success Center
- Transfer Center
- TRIO Student Support Services
- TRIO Talent Search
- TRIO Upward Bound

- STEP-UP
- Gateway to College
- Tehama Campus Student Services
- Trinity and Intermountain Student Services

6. Accountability

Yearly reporting on the status of assessment efforts at the institution and a periodic review of the Institutional Assessment Plan will help to ensure the currency and efficacy of assessment practices at Shasta College.

- A yearly report by the SLO Coordinators, with input from SLO Committee and Program Review Committee and Student Services, will be presented to the Academic Senate and College Council, highlighting the year's assessment activities, outcomes work done by the coordinators and committee over the year, and any special faculty assessment projects
- Periodically, the effectiveness of the Institutional Assessment Plan will be reviewed by an ad hoc Institutional Assessment Task Force formed by College Council, to report to Academic Senate and College Council
- Faculty surveys and/or focus groups may be conducted as necessary to ensure continuous improvement of the process

7. Requirements for Implementation of the IAP

The following requirements have been identified by the Institutional Assessment Task Force, in consultation with the SLO Committee, as necessary for the implementation and success of the Institutional Assessment Plan. This section is unique to the first edition of the Institutional Assessment Plan.

1. Compensated division liaisons for all academic divisions (5 faculty, each with a 10-hr stipend/semester)
2. Faculty FLEX hours (from the floating 42) for any assessment-related activities, including workshops, FIGs, etc., not directly related to the actual assessment and submission of assessment results.
3. Consistent training on assessment practices for faculty and staff, including the creation of easily accessible, online explanatory resources for new and existing employees.
4. Consistent timelines and expectations disseminated to all faculty and staff responsible for student learning and success
5. Assessment Management System Requirements
    - Data visualization tools that chart/graph outcomes over longer periods (multi-year) for faculty courses and allow faculty to see aggregate data from multi-section courses they teach
    - A personalized faculty dashboard in which individual faculty can readily see and find results from their own courses, easily identify tasks that need to be completed for the current semester, etc.

- A system that aggregates data so that assessments at the section SLO aggregate to the course level, course level data aggregates to the program level, and program level data aggregates to the institution level
- SLOs recorded at the section level so that data can be disaggregated for meaningful analysis and to meet accreditation standards

6. Institutional Assessment Task Force periodically formed by College Council to review the IAP and assess our campus-wide assessment efforts (both instructional and student-services sides).
7. Adequate staffing in Research to support faculty and staff outcomes assessment

Appendix A

The following guidelines outline the meaning and intent of the seven different ISLO categories, are not meant to be comprehensive, and may be changed and/or enhanced as the need arises. The Academic Senate oversees the development and evolution of these guidelines.

1. **Critical Thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques. This includes but is not limited to the ability to:**

   Think Creatively:
   - Apply principles to new situations
   - See relationships between different situations
   - Brainstorm effectively

   Analyze:
   - Compare and contrast ideas, concepts, and principles or theories
   - Apply logical reasoning to draw conclusions
   - Analyze arguments, assumptions and methods

   Solve Problems:
   - Understand and analyze the problem
   - Analyze the issues surrounding the problem
   - Clarify goals
   - Make decisions and evaluate results

2. **Information Competency is the ability to find, evaluate, use, and communicate information in all its various formats. This includes but is not limited to the ability to:**

   Research:
   - Recognize and articulate the need for information
   - Determine information requirements in various disciplines for research questions, problems, or issues
   - Identify potential sources of appropriate and credible information
   - Locate and retrieve information using available information tools and technology

   Evaluate Information:
   - Organize information

- Evaluate retrieved information on the basis of reliability, accuracy, authority, appropriateness, timeliness, and point of view or bias
- Recognize statistically sound information
- Interpret and synthesize information
- Make inferences from valid data

3. **Effective Communication is the ability to effectively use written, oral, and nonverbal communication. This includes but is not limited to the ability to:**

Read:
- Comprehend written information
- Compare and contrast

Write:
- Convey accurate information in writing
- Express thoughts, ideas, and feelings using civil discourse
- Edit and revise written work

Listen Actively:
- Ask meaningful questions
- Respond appropriately

Present/Converse:
- Construct oral messages appropriate to particular communication situations
- Participate effectively in discussions
- Express thoughts, ideas, and feelings using civil discourse

Advocate:
- Identify key points in a dispute
- Identify and rank relevant values
- Conduct effective cross-examinations, both as questioner and respondent
- Construct valid arguments using the appropriate stock issues
- Identify weaknesses in an opponent's position and refute them
- Respond and rebut attacks or criticism of one's position

4. **Quantitative Reasoning is the ability to use appropriate mathematical methods. This includes but is not limited to the ability to:**

Measure:
- Identify the accuracy of the measuring device
- Estimate the uncertainty associated with measured quantities
- Use standard statistical conventions for assigning a value to a measurement

Compute:
- Use basic mathematics to perform mathematical operations
- Estimate answers using reasonable strategies
- Use significant figures appropriately when operating with measured quantities

- Estimate uncertainty of a dependent quantity by error propagation of its variables
- Use a calculator to evaluate expressions

Solve Problems:
- Interpret the problem
- Make a plan and decide which mathematical model to use
- Use appropriate mathematical methods to arrive at the correct answer
- Recognize the limits of different mathematical methods
- Check solutions for reasonableness

Read and Interpret Data:
- Interpret graphs, tables, charts, and text to extract data
- Make inferences from valid data
- Use graphing technology to analyze and predict behaviors

5. **Self-Efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic, and professional goals. This includes but is not limited to:**

Self-Awareness and Accountability:
- Recognize and accept consequences of decisions
- Be aware of and take control of one's own learning
- Meet deadlines and complete tasks
- Commit to lifelong learning
- Recognize strengths and weaknesses

Physical Health:
- Manage personal health and well-being

6. **Workplace Skills provide the ability to perform effectively at work. They include but are not limited to:**

Technological Skills:
- Select appropriate technology
- Apply technology to a task
- Maintain and troubleshoot equipment

Teamwork:
- Negotiate
- Participate as a member of a team
- Resolve conflict

Workplace Effectiveness:
- Time Management
- Knowledge of industry standards

7. **Community and Global Awareness includes an understanding of community and global issues and cross-cultural awareness. This includes but is not limited to:**

   Cultural Awareness:
   - Understand the perspectives of diverse groups
   - Appreciate the contributions of diverse groups
   - Respect the needs, difficulties, and rights of diverse groups

   Civic Awareness:
   - Appreciate the importance of public service
   - Understand the grounds of civic duty

   Environmental Awareness:
   - Understand current environmental issues